

**ABERDEEN SCHOOL DISTRICT NO. 5
ABERDEEN, WASHINGTON**

Regular Meeting of the Board of Directors
Remote Public Meeting

October 6, 2020 – 5 p.m.

AGENDA

Instructions for joining the meeting:

https://asd5-org.zoom.us/webinar/register/WN_HgJt-W4kTuWhqFyMOmij6A

You will receive a confirmation email containing information about joining the webinar.

5:00 p.m. Regular Meeting Call to Order

Flag Salute

Consent Agenda

1. Minutes

Comments from Board Members

Comments from Student Representative

Comments from the Public

Under the emergency provisions of Resolution 2020-02, public comment is welcome via email and should be submitted to *schoolboard@asd5.org* by 3:30 p.m. the day of the meeting.

Old Business

Superintendent's Report

1. Distance Learning Update
2. COVID-19 Response

Teaching and Learning

1. [Connection Teams](#)
2. [Online Learning Platform](#)

Financial Services

1. Enrollment Report

New Business

1. [Concussion Protocol](#)
2. [Detention Center Agreement](#)

Board Meeting Agenda
October 6, 2020

3. Next Meeting

Executive Session

Personnel Matters

1. [Personnel Report](#)
 - a. Certificated
 - b. Classified
2. 2020-2021 Reopening MOU with Aberdeen Education Association
3. 2020-2025 AFSCME Maintenance & Operations Contract
4. 2020 MOU with Local 275 AFSCME -- Food & Transportation
5. 2020-2021 M&O Salary Schedule

ADJOURN

ABERDEEN SCHOOL DISTRICT NO. 5
BOARD INFORMATION AND BACKGROUND

October 6, 2020, 5 p.m.

Link to join the meeting:

https://asd5-org.zoom.us/webinar/register/WN_HqJt-W4kTuWhgFyMOmij6A

You will receive a confirmation email containing information about joining the webinar.

5:00 p.m. – Regular Meeting Call to Order

This meeting is being conducted remotely in compliance with the governor’s emergency provisions of the Open Public Meetings Act.

Flag Salute

Consent Agenda – [Enclosure 1](#)

1. Minutes – The minutes from the regular meeting on Sept. 15, 2020, are enclosed for your review and approval.

Comments from Board Members

Comments from Student Representative

Comments from the Public

1. Under the emergency provisions of Resolution 2020-02, written public comment is welcome via email and should be submitted to schoolboard@asd5.org before 3:30 p.m. on the day of the meeting.

Old Business

Superintendent’s Report

1. Distance Learning Update – Superintendent Henderson will provide an update on distance learning.
2. COVID-19 Response – Superintendent Henderson will provide an update on the district’s ongoing response to the COVID-19 crisis.

Teaching and Learning

1. Connection Teams – Miller Junior High School Principal Lisa Griebel will share information about the work of the Connection Teams at each school. [Enclosure 2](#)
2. Online Learning Platform – A contract to continue with Edgenuity as the online curriculum option in the district is presented for your review and approval. [Enclosure 3](#)

Financial Services

1. Enrollment Report – Executive Director of Business and Operations Elyssa Louderback will provide an update on September enrollment.

Board Information
October 6, 2020

New Business

1. Concussion Protocol – Athletic Director John Crabb will provide information about new concussion protocols developed by the WIAA. Board approval is recommended. [Enclosure 4](#)
2. Detention Center Agreement – Renewal of the agreement with the Grays Harbor Detention Center for 2020-2021 is presented for your review and approval. [Enclosure 5](#)
3. Next Meeting – The next regular meeting of the Board is scheduled for 5 p.m. Tuesday, October 20, 2020, to be conducted remotely with notice and access provided under the emergency provisions of the Open Public Meetings Act.

Executive Session

At this time the meeting will recess for an executive session expected to last 20 minutes under RCW 42.30.110 (g) (to evaluate the qualifications of an applicant for public employment or to review the performance of a public employee).

1. Personnel Matters [Enclosure 6](#)
 - a. Certificated
 - b. Classified
2. 2020-2021 Reopening MOU with Aberdeen Education Association
3. 2020-2025 AFSCME Maintenance & Operations Contract
4. 2020-2021 M&O Salary Schedule

ADJOURN

ABERDEEN SCHOOL DISTRICT NO. 5

Minutes of the Regular Meeting of the
Board of Directors – September 15, 2020

President Sandra Bielski convened the regular meeting of the Aberdeen School District Board of Directors at 5:00 p.m. Tuesday, September 15, 2020, via webinar following guidance for conducting remote meetings in compliance with the Open Public Meetings Act. Directors present were Bill Dyer, Jessica Jurasin and Suzy Ritter, along with Student Representative Katlynn Smith, Superintendent Alicia Henderson and 58 patrons and staff watching remotely. Director Jennifer Durney was excused.

The meeting began with the Flag salute.

On a motion by Director Dyer and seconded by Director Jurasin, the Board approved the Consent Agenda, which included the minutes from the meeting on September 1, 2020, and the workstudy on August 25, 2020; payroll vouchers 829889 through 829918 and 829931 totaling \$3,499,105.80; General Fund vouchers 829920 and 829934 through 830009 totaling \$756,457.20; ASB Fund vouchers 829921 through 829925 totaling \$16,467.01, and Private Purpose Trust Fund vouchers 829926 through 829930 and 829932 through 829933 totaling \$13,103.57. Vouchers 829886 through 829888 and 830919 were voided.

Director Dyer read a tribute in appreciation of Lynne Lerych, retired Grays Harbor College instructor, former School Board director, musician, playwright and author, who passed away recently in Spain. President Bielski commented that it was a true pleasure to serve with her on the board.

President Bielski spoke in appreciation of the Technology Department, specifically the efforts by the technology crew to work with students to provide devices and ensure access to the internet.

Director Ritter spoke in appreciation of the start of school overall, commenting that her students' teachers made it smooth and easy for them to access their classroom remotely.

Student Representative Katlynn Smith reported school is going well and that students are adjusting to Canvas and the block schedule for distance learning.

Superintendent Henderson reported that the "Smart Start" to distance learning was very successful, with parents expressing appreciation for the opportunity to meet with teachers and learn Canvas before classes were fully under way. In addition, the Connection Teams are working hard to contact families that did not come to a Smart Start conference or who have indicated they needed help to get ready for school. While there have been some snags, primarily related to technology, she said the entire district should be proud of the persistence,

CALL TO ORDER

CONSENT AGENDA

COMMENTS FROM
BOARD MEMBERS

COMMENT FROM
STUDENT
REPRESENTATIVE

SUPERINTENDENT
REPORT

DISTANCE
LEARNING
UPDATE

creativity and commitment by staff to provide a distance learning program of such high quality to the students of Aberdeen. Superintendent Henderson also praised the work of principals and the Technology Department.

Superintendent Henderson reported that Grays Harbor County remains a “high risk” county with a rising case count. She noted that Aberdeen is among the many districts experiencing lower enrollment due to the pandemic and that the Superintendent of Public Instruction, Chris Reykdal, announced earlier today that the state is extending the count date to September 30, which means any students who begin school this month can be counted for funding purposes.

COVID-19
RESPONSE

Executive Director of Business and Operations Elyssa Louderback provided the Fiscal Status Report for August. She reported ending fund balances of \$2,356,235.94 in the General Fund, \$316,795.58 in the Capital Projects Fund, \$2,393,120.10 in the Debt Service Fund, \$293,120.49 in the ASB Fund, and \$299,093.42 in the Transportation Vehicle Fund. With 100 percent of the year elapsed, the district has spent 97 percent of budgeted expenditures, but she said there are additional expenditures that will be paid in the coming weeks that will be charged to the 2019-20 school year.

FISCAL STATUS
REPORT

Director Dyer asked about the apparent shortfall in federal revenue of \$1.15 million. Mrs. Louderback said this is the decreased revenue in Food Service due to fewer students being served, along with some programs and grant funding the district wasn’t able to claim due to the closure last spring. She explained that Food Service is reimbursed based on the number of meals served. This year, the challenges were significant in Food Service as fewer students were being served, but costs were higher. She noted that some CARES Act funding was used to help offset the lower revenue. It will remain a significant challenge this year, as well, to keep Food Service solvent, she said.

Executive Director of Business and Operations Elyssa Louderback reported that enrollment after the first count day in September was more than 160 less than budgeted, which will result in a revenue shortfall of about \$2 million when factoring funding of \$12,802 per student. Connection Teams are continuing to reach out to families that earlier reported plans to attend. Enrollment declines are being seen around the state, she reported, and the Superintendent of Public Instruction has extended the count date to September 30 so that any students that are added to the roster in September can be counted for funding.

ENROLLMENT
REPORT

Following a presentation by Principal Bryan McKinney, on a motion by Director Dyer and seconded by Director Ritter, the board approved the High Capable Annual Report.

HIGHLY CAPABLE
ANNUAL REPORT

On a motion by Director Jurasin and seconded by Director Ritter, the board approved a contract with Lindsey Kargbo to serve as nursing director in the

NURSING
DIRECTOR
CONTRACT

Professional Medical Careers program at the Twin Harbors Branch of the Skills Center.

Following discussion by Superintendent Henderson about policies that need to be updated in response to the COVID-19 pandemic, on a motion by Director Dyer and seconded by Director Jurasin, the board adopted updates to Policy 3122 Excused and Unexcused Absences, Policy 3205P Sexual Harassment of Students Prohibited (Procedures), Policy 3414 Infectious Disease, Policy 5610P Substitute Employees (Procedures), and Policy 6512 Infection Control.

The next regular meeting of the board is set for 5 p.m. Tuesday, October 6, 2020, to be conducted remotely with proper notice and access provided under the governor's emergency provisions of the Open Public Meetings Act.

At 5:41 p.m., President Sandra Bielski recessed the meeting for an executive session expected to last 20 minutes under RCW 42.30.110 (g) (to evaluate the qualifications of an applicant for public employment or to review the performance of a public employee. At 6:01 p.m. the session was extended for five minutes. The regular meeting reconvened at 6:07 p.m.

Under certificated matters, the board approved the hiring of Paige Mendenhall as a preschool teacher at Stevens Elementary School effective September 2 and approved a leave of absence for Tiffany burgher, a teacher at Stevens Elementary School, effective December 2, 2020, through June 15, 20201.

Under classified matters, the board approved the hiring of Sarah Pendergrass as a para-educator at A.J. West Elementary School effective September 14; approved leaves of absence for Jamie Garcia, McKinney-Vento Liaison, effective September 30 through June 15, 2021, and for Illuminada Reed, a para-educator at A.J. West Elementary School, effective September 8 through June 15, 2021; approved furloughs in the Transportation Department for Melody Ancheta, Joyce Ashe, Charlene Bolden, Paul Butler, Kimberly Johnsen, Tammy Johnson, Mercades Lash, Charlotte Mao, Kevin Oleson, Dawn Peckler, Ted Peckler, Donna Probstfield, Casey Schumacher, John Shaw, Arthur Somers and John Stanley; furloughs at Snug Harbor for Kayla Sturm, Patti Jones and Teresa Simpson; furloughs in Food Service for Kathryn Boyer, Cathy Connell, Jordan Connell, Sara Denny, Cindy Evans, and Esmeralda Flores; furloughs at the Hopkins Building for preschool para-educators Diane Bramstedt, Teresa Buchanan, Laurie Butcher, Denice Walczyk, Suzanne Wright, and Laurie Yeoman; and a furlough for Kimberly Abel, a special education para-educator at Robert Gray Elementary School; approved reduction-in-hours furloughs for cooks Kris Aschim, Patti Barber, Carla Harden, Leslie Lujan, Jennifer Lytle, Michelle Ryan, Eva To and Donnajeanne Williams; Food Service workers Lisa Anderson, Charlene Ancich, Kim Daniels, Janet Eaton, Pam Giroski, Teresa Glasscock, Carol Jenkins, Leslie McAllister, and Stacey Timmons; and accepted the

POLICY UPDATES
3122, 3414, 5610, 6512

NEXT MEETING

EXECUTIVE
SESSION

PERSONNEL
REPORT

CERTIFICATED

CLASSIFIED

Aberdeen School Board Minutes
September 15, 2020

resignation of Diane Bramstedt, 21st Century site coordinator (0.5) at A.J. West Elementary School.

The Board approved memorandums of understanding with three bargaining units – Local 1948 Public School Employees / SEIU; Local 275 Maintenance and Operations (AFSCME), and Local 275 Food and Transportation (AFSCME).

The Board approved the superintendent’s goals for 2020-2021.

There being no further business, the regular meeting was adjourned at 6:13 p.m.

2020-21 MOUS
PSE
M&O
FOOD & TRANSP.

SUPERINTENDENT
GOALS

ADJOURN

Alicia Henderson, Secretary

Sandra Bielski, President

PUBLIC COMMENT
October 6, 2020

The following individuals submitted public comment to SchoolBoard@asd5.org for the October 6, 2020, meeting of the Board of Directors:

- Heather Beaver / Study Hall at AHS
- Katie Hirschfeld / Harbor High
- Myka Jugum / Free and Reduced Lunch
- Brandy Larson / Scheduling
- Cathleen Wilder / Public Comment

All comments received as of 3:30 p.m. today have been provided to the Board of Directors.



Board, School <schoolboard@asd5.org>

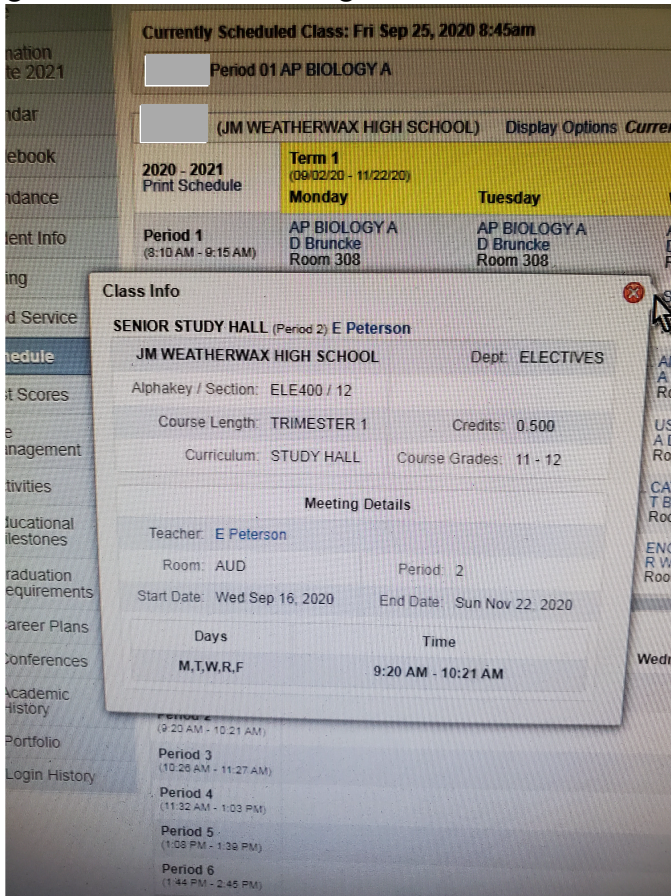
study hall

1 message

heather beaver <mhbeaver712002@yahoo.com> Fri, Sep 25, 2020 at 11:22 AM
 Reply-To: heather beaver <mhbeaver712002@yahoo.com>
 To: "schoolboard@asd5.org" <schoolboard@asd5.org>

my daughter isn't a senior. She got taken out of interior design due to to many kids in that class. Mind you it wasnt a requirement for graduation. I don't believe its right for a junior to be put into a senior study hall because Alicia Henderson decided to lay off teachers due to having no school because of covid.

These kids need some normalcy and they are not getting it. Other schools are going back to school as we speak. And I know because of the cases keep going up they can't go back. But its not right to take kids out of class and put into senior study hall.



Thank you. Heather

Sent from Yahoo Mail on Android

Sent from Yahoo Mail on Android



Board, School <schoolboard@asd5.org>

Letter to the Board

1 message

Kathryn Hirschfeld <kthirschfeld58@gmail.com>

Tue, Oct 6, 2020 at 9:03 AM

To: schoolboard@asd5.org

Please present the attached letter to the ASD School Board to be read and placed into the record.

Thank you,

Katie Hirschfeld



Letter to the board Oct. 6.docx

131K

Please present this letter to the School Board at their Oct. 5th regular school board meeting:

Dear Superintendent Henderson and the Aberdeen School Board,

It saddens me to see what has become of Harbor High School within the last two years.

I have accepted the fact that the Death of this program is inevitable. But what I haven't been able to wrap my head around is how we as a district have abandoned one of our most vulnerable, marginalized groups of students.

Sometimes, the moral obligation of a commitment outweighs the financial costs. But, alas, this is not a consideration in our district.

In this case, the moral obligation to provide a safe, nurturing, educational environment for students who for one reason or another, the traditional model of education and on-line educational model of education do not work, has slipped away, leaving those youths with few options.

Since the combining of Harbor High and Aberdeen High Schools, the majority of our students have chosen to either drop out of school or to attend the Gravity program. Some of them have chosen to take classes at AHS and through GH Academy. For most of our students still remaining, these last two options are not working.

I am not sure why the decision was made to not have a GED program located at Harbor High. I know that the students we have lost to the Gravity program, and along with them, the FTE's we have lost could have been prevented had we offered the GED program at Harbor. I know when I taught a night GED Class for GHC, my classes were always full. We created a lot of Money through our FTE for the college. I would also venture that many of the AHS students who have and will continue to drop out of AHS and enroll into Gravity, would most likely have attended a district GED program, resulting in a non-loss of FTE.

I would like to know how many students the Aberdeen School District has lost due to students dropping out and how many students have gone to either Gravity or GHC for the GED program?

I have been a teacher for a very long time. The majority of my teaching career has been working with at risk and marginalized youth. It sickens me to see an Award winning, Nationally recognized Alternative Educational Option like Harbor High School die a slow death after being available to students in our county for over 60 years.

Again, I must say, sometimes the Moral obligation should outweigh the financial costs.

Thank you for reading this.

Katie Hirschfeld



Board, School <schoolboard@asd5.org>

Fwd: Concern: Free/Reduced breakfast and lunch forms

1 message

Jugum, Myka <mjugum@asd5.org>
To: School Board <schoolboard@asd5.org>

Tue, Oct 6, 2020 at 7:52 AM

I am sending this email to the school board email address to request that it be read into the public record.

----- Forwarded message -----

From: **Jugum, Myka** <mjugum@asd5.org>
Date: Mon, Oct 5, 2020 at 9:25 PM
Subject: Concern: Free/Reduced breakfast and lunch forms

Dear School Board Members,

I am writing with concern for the free/ reduced school breakfast and lunch forms. This year has provided us with many challenges. These particular forms are one of them. All students received a copy of the forms, however few have been returned. My greatest concern comes with the quickly approaching deadline for these forms to be reported to OSPI.

These forms provide funding for our nutrition program. Our district is a 100% free breakfast and lunch district thanks to the hard work from our food service manager, Jaime Matisons. Many of our families depend on this food to feed their children and help stretch their budgets. Losing this funding would be detrimental to many of our students and their families.

The forms are also used to determine funding for some of our programs. Our levels of free/reduced student population are used to secure funding for Title I and LAP programs. This is vital to providing extra support for our struggling students with additional programs and help in reading.

I would ask you to please reach out to OSPI and ask for an extension of the deadline for these forms that are vital to so many of our programs.

Additionally, it would be very beneficial to our district to have the form available to be filled out digitally. There currently is a copy of the form available online, but it must be printed and filled in by hand. Then it must be delivered to the schools. Since all of our students have a device at their home, it would behoove Aberdeen School District to make this form available to be filled in and submitted online. We have a very talented

technology department. I'm sure someone could figure this out. Imagine the convenience for our families!!

--

Thank you for your consideration,

Myka Jugum, M.Ed., NBCT
3rd grade - Robert Gray Elementary
360-538-2140



Board, School <schoolboard@asd5.org>

Involuntary movement of children

1 message

Brandy Larson <brandy Larson@hotmail.com>
To: "schoolboard@asd5.org" <schoolboard@asd5.org>

Wed, Sep 23, 2020 at 8:29 AM

I am writing with my anger and disgust with how the schools are dealing with the current issues we have been facing. My 2 high school students were both removed from classes they wanted to be in, without warning, without permission. The ONLY reason that we found out that they'd been changed out is because 1 teacher explained that students had been removed from her class, and the other child's new teacher was nice enough to say, "btw your student was removed from their class and put into mine, here's the Zoom link."

I watched the same thing happen with the kindergarteners at Robert Gray and the equally unhappy parents and devastated children. The administration and school board didn't care. Just like now... You cared more about your bottom dollar than the kids' emotional well-being. So much for the Social Emotional learning you're always pushing?

When did we lose control of or children's schooling? When did my kids stop being allowed to choose their schedules? Why is it our fault that you fired people before you knew what was happening? This is unfair to families and most of all for students who use high school as a post school life shaping experience. I guess this is a learning moment. Let them understand that they will never have true control over their lives and choices because someone always has to step in if they don't like it.

Thank you teaching my children this "very valuable" lesson. 😞

Brandy Larson



Board, School <schoolboard@asd5.org>

Comment for board meeting10/6/2020

1 message

Cathleen Wilder <wilder.cathleen@gmail.com>

Tue, Oct 6, 2020 at 2:48 PM

To: schoolboard@asd5.org

I believe that it would be in the board's best interest to allow public comment using the Zoom platform as in the past when we had face to face meetings. The public very much needs a way to comment in the public meetings right now, and technology fully supports public comments to be made through the host. Furthermore, other school districts, such as Shelton, have figured out ways to include live public comment in their school board meetings. These other districts across the state of Washington which show respect to their communities during this time by allowing open comment during their online meetings. I think the citizens of Aberdeen deserve the same respect.

Many people are unable to send comments to the board in advance of hearing the business of the meeting because their comments depend on the outcome of the board business. Without the ability to comment live at the end of the meeting, as is past practice, the public is effectively being cut out of this vital process.

Board Policy No. 1400 Section G states that "the Board recognizes the value of public comment on educational issues and the importance of involving members of the public in its meetings. In order to permit fair and orderly expression of such comment, the board will provide a period at the beginning of the meeting during which visitors may present to the board."

I am aware that the governor issued a proclamation which allows the board to meet using Zoom, but it seems that the board is hiding behind CV-19 and using it as an excuse to limit input from the public. I do not believe that the Governor's intent was to have public meetings become exclusive, as is the case here in Aberdeen, fostering a breakdown of trust within the community.

I sent an emails to the board in May regarding this issue and would still like to see our school board do the right thing and choose to utilize the resources available to open the school board meetings back up to the public for live, oral comment.

Respectfully,
Cathleen Wilder



Aberdeen
School District

*Our Children,
Our Schools,
Our Future*

ASD Connections Teams

Connections Teams...a collaborative idea!

*A group of designated school staff at each
Aberdeen school tasked with supporting
individual families whose students are struggling
to stay engaged in distance/anywhere learning*

Connections Teams...a collaborative idea!

Where did it start?

Spring 2020 Distance Learning Student Engagement Data

Spring 2020 Some districts had "Rescue" Teams

ReOpening Committees Feedback on Name of such Teams- **CONNECTIONS!**

ReOpening Committee- Connections

Each School Formed a Team!

Two Trainings before our school year started

Membership of Teams

Varies from school to school, but in general:

- Behavior Support Staff
- Student Family Support Assistants (bilingual)
- School Counselors
- Attendance Secretaries
- Site Administrator

Connections Teams...a collaborative idea!

Content of Trainings:

- Information on the new state emergency attendance laws
- Time for school teams to establish building processes & procedures
- Safe Home Visits in the era of COVID
- Strategy sharing for student and family engagement

Connections Teams...supported by state law!

WAC 392-401A-045

Districts must implement a tiered response system to reduce chronic absenteeism and address barriers to student engagement in learning during the COVID epidemic. Required strategies as part of a response system include: monitoring daily attendance (excused and unexcused), verifying contact information, daily notification of absences to parents, an outreach process to determine and support student need, and differentiated supports that address barriers to attendance and participation



State Guidance

A balance of high expectations with compassion

Since filing emergency rules related to the definition of absence on August 13, OSPI has collected questions and pulled answers together into a [Q& A document](#).

The document is supplemental to existing OSPI information regarding attendance.

THIS WAS UPDATED ON 9/22/20

See more resources related to attendance, truancy, and the new rules:

- [Bulletin 064-20: Emergency Rulemaking - Definition of Absence](#) (published 8/13/20)
- [Side-by-Side Comparison of Emergency and Permanent Rule](#) (published 8/13/20)
- [Chapter 392-401A WAC: Statewide Definition of Absence for the 2020-21 School Year](#) (established 8/13/20)
- [OSPI Attendance webpage](#)

We hit the ground running!

Connections Teams assisted with:

- School Supply Pick Up
- Smart Start Conferences and Make Up Smart Starts
- Sharing information when we have siblings in different schools!
- September Student Count

Aberdeen/Harbor High

Faith Taylor-Eldred

Aaron Roiko

Mary Mainio

Danayeli Juarez

Tamar Yakovich

Chrissy Seguin

David Glasier



AHS Connections Team

Aberdeen/Harbor High

September Contacts- 100's

of Home Visits- over 10

Success Story- Worked with a family of student who did not want to engage. Mom was seeking support. Student shared that “locked out” of assignments, missing work, and not wanting to Zoom as some of the reasons. “Just try today to do the work for today”... then the staff member checked on student in afternoon. Student agreed to try again next day with the afternoon check in again.

BABY STEPS...let success build on success.

MJH

Jeannie McNeal

Lisa Griebel

Thad Williams

Dave Douglass

Cathy Trusty

Sarah Balasteri

Joan Hoehn

Nancy Vazquez-Fuentes

Jann Struthers

A grid of nine video conference windows. The top row contains three windows: Jeannie McNeal (muted), Lisa Griebel (muted), and Thad Williams. The middle row contains three windows: David Douglass, Catherine Trusty (with a blue 'Ask to Unmute' button), and sarah. The bottom row contains two windows: Joan Hoehn and Nancy Vazquez, Bilingual Interp... (muted). Each window shows a participant in a home or office setting.

Jeannie McNeal

lisa griebel

Thad Williams

David Douglass

Catherine Trusty

sarah

Joan Hoehn

Nancy Vazquez, Bilingual Interp...

MJH

September Contacts- too many to count 1000's- daily attendance calls, interventions, office window connections

of Home Visits- 20

Success Story - Re-engaging a student new to our district who struggled last year in a different district. Doing his /her work. Engaging daily over phone with a Connections team member. Has outside resources working with him/her and he/she is doing what needs to be done outside of school to stay healthy and safe.

AJWest

John Meers

Deb Chapin

Kim Malizia

Marnie Ranheim

AJWest

September Contacts- Too many to count! Almost 300

of Home Visit- 50

Success Story- Our team success story is our partnership and connections with all of the daycares. They have been amazing at helping all Aberdeen School District students be successful while they are at the daycare facilities. We appreciate and are thankful for them.

Central Park

Marnie Ranheim

John Crabb

Jenny Krasowski

Geri Scott



Central Park

September Contacts - 61 officially logged- TONS more from the front office!

of Home Visits- 12 official ones

Success Story:

A second grade student living with grandparents had a very difficult start with technology. After three home visits and encouragement on the phone, things are going well for all.

McDermoth

Sheri Frafjord

Virginia Barragan

Heather Trader

Katherine Kim

Not pictured

Bryan McKinney



McDermoth

September Contacts- 100's and 100's

of Home Visits 17

Success Story - We went to a student's home regarding not engaged. Over the weekend, the student completed over 300 minutes of Imagine Learning and caught up on some of his/her classwork!

Robert Gray

Jeanie Yale

Stacie Bell

Katherine Kim

Mirsa Ortuno

Sherri Northington

Robert Gray

September Contacts- 100's and 100's

of Home Visits- 8

Success Story- Connected with a family just by driving by, got the student connected to Canvas, and even jump started a car while there!

Stevens

Jennie Sturgill

Jamie Stotler

Josie Micheau

Breanna Gentry

Yazmin Carbajal



Stevens

Sept. Contacts = 176 phone calls/etc

Home Visits = 13

Success Story: One of our 2nd grader with special needs was struggling to get engaged with the teacher and case manager. We did many home visits trying to help mom and student with tech problems, passwords and other things. Finally after much talking with mom and our 2nd grader and home visit help, this student has been engaged in class and with other academic supports for over a week now. We continue to call and check in with student and mom giving them positive feedback!

The challenges our students face

- Connectivity
- Student and family technology skills
- Learning the new Canvas platform
- Communication roadblocks for families whose language at home is not English, & for some families reading in Spanish might also be a challenge
- Basic family needs not being met
- SEL issues of students/Family stress
- Supporting the family and other siblings in family
- Sustained engagement of students throughout the day/endurance/grit

Next steps

- Tackling grading practices and other barriers to students re engaging
- Connectivity for Connections Team when on home visits
- Teams continuing to hone attendance procedures and help staff understand the new laws
- Continued resource support for families
- When transition to face to face, supporting families in distance learning mode whether by choice or due to illness
- Moving from reactive to proactive strategies
- Sharing staff ideas to increase student engagement



Edgenuity Inc.
 8860 E. Chaparral Road
 Suite 100
 Scottsdale AZ 85250
 877-725-4257

Price Quote for Services
 ABERDEEN SCHOOL DISTRICT 5
 ABERDEEN WA
 Account Number 95486
 Quote Number 61072
 Total \$139,120.00
 Date 8/26/2020

Payment Schedule	Contract Start	Contract End
Net 30	8/26/2020	8/25/2021

Site	Description	Comment	End Date	Per Unit Cost	Qty	Cost
	IS 12 Month Reusable Enrollment Single Course Seat - \$500 -- To be shared at Aberdeen HS and Grays Harbor Academy		08/25/2021	\$500.00	210	\$105,000.00
	IS PD Webinar		08/25/2021	\$500.00	2	\$1,000.00
	IS Teaching per Semester (18 week) Course (14 day drop/add grace period) - For 69 Spanish students at Aberdeen HS		08/25/2021	\$240.00	138	\$33,120.00

1. ABERDEEN SCHOOL DISTRICT 5

Subtotal	\$139,120.00
Total	\$139,120.00

Edgenuity will audit enrollment count throughout the year. If more enrollments are found to be in use than purchased, Edgenuity will invoice the customer for the additional usage.

This quote is subject to Edgenuity Inc. Standard Terms and Conditions ("Terms and Conditions"). These Terms and Conditions are available at <http://www.edgenuity.com/edgenuity-standard-terms-and-conditions-of-sale.pdf>, may change without notice and are incorporated by this reference. By signing this quote or by submitting a purchase order or form purchasing document, Customer explicitly agrees to these Terms and Conditions resulting in a legally binding agreement. To the fullest extent permitted under applicable law, all pricing information contained in this quote is confidential, and may not be shared with third parties without Edgenuity's written consent.

ABERDEEN SCHOOL DISTRICT 5

Edgenuity Inc. Representative

Signature: _____
 Print Name: _____
 Title: _____
 Date: _____

Anya Dalkin
 anya.dalkin@edgenuity.com

Not valid unless accompanied by a purchase order. Please specify a shipping address if applicable. All order documentation can be submitted electronically at <https://edgenuity.formstack.com/forms/ar>. Alternatively you can e-mail this quote, the purchase order and order documentation to AR@edgenuity.com or fax to 480-423-0213.



Edgenuity Inc.
 8860 E. Chaparral Road
 Suite 100
 Scottsdale AZ 85250
 877-725-4257

Price Quote for Services
 ABERDEEN SCHOOL DISTRICT 5
 ABERDEEN WA
 Quote Number 161748
 Total \$0.00
 Date 7/21/2020

Payment Schedule		Contract Start	Contract End
		9/1/2020	8/31/2021

Qty	Description	Comment	End Date
ABERDEEN SCHOOL DISTRICT 5			
1	IS Teaching for Elementary Student- One Semester (18 week), per semester per course. Includes all Workbook (non-refundable) (14 day drop/add grace period)	\$240 per semester per course	08/31/2021
			Subtotal
			\$0.00
			Total
			\$0.00

We look forward to partnering with you!

Edgenuity will audit enrollment count throughout the year. If more enrollments are found to be in use than purchased, Edgenuity will invoice the customer for additional usage.

This quote is subject to Edgenuity Inc. Standard Terms and Conditions ("Terms and Conditions"). These Terms and Conditions are available at <http://www.edgenuity.com/edgenuity-standard-terms-and-conditions-of-sale.pdf>, may change without notice and are incorporated by this reference. By signing this quote or by submitting a purchase order or form purchasing document, Customer explicitly agrees to these Terms and Conditions resulting in a legally binding agreement. To the fullest extent permitted under applicable law, all pricing information contained in this quote is confidential, and may not be shared with third parties without Edgenuity's written consent.

ABERDEEN SCHOOL DISTRICT 5

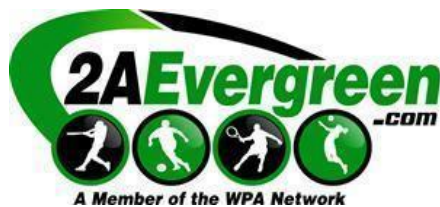
Edgenuity Inc. Representative

Signature: _____
 Print Name: _____
 Title: _____
 Date: _____

Anya Dalkin
 anya.dalkin@edgenuity.com
 (206)949-6173

Not valid unless accompanied by a purchase order. Please specify a shipping address if applicable. Please e-mail this quote, the purchase order and order documentation to AR@edgenuity.com or fax to 480-423-0213.

2A Evergreen Conference Athletics Concussion Management Protocol



This document outlines the procedure for managing and evaluating suspected concussion/mild traumatic brain injuries that may occur during practice or competitions. Brain injuries are caused by a direct hit, blow or jolt to the head, or by a blow to another part of the body with the force transmitted to the head. This protocol integrates the use of the Standardized Concussion Assessment Tool – 5th Edition (SCAT5) and/or the ImPACT Concussion Management tool. Recommendations are based on the *National Athletic Trainers' Association Position Statement: Management of Sport Concussion* (Broglie S, 2014) and the *Consensus Statement on Concussion in Sport-5th International Conference on Concussion in Sport Held in Berlin* (McCrory P, 2016).

Washington state, with the help of the Brain Injury Association of Washington (BIAWA), passed the “Zackery Lystedt Law” in July 2009. The law “prohibits youth athletes suspected of sustaining a concussion from returning to play without a licensed health care provider’s approval” (Youth Sports – Head Injury Policies, 2009). The health care provider must be trained in the evaluation and management of concussion and provide written consent before an athlete may return to play (RTP). For more information on the “Zackery Lystedt Law,” please refer to the appropriate section of the packet.

These, and only these, are the approved health care providers that can provide appropriate evaluation and clearance for return to play from a concussion (Washington Interscholastic Activities Association, n.d.):

- Medical Doctor (MD)
- Doctor of Osteopathy (DO)
- Licensed/Certified Athletic Trainer (ATC/LAT)
- Advanced Registered Nurse Practitioner (ARNP)
- Physician’s Assistant, Certified (PA-C)

If an athlete is suspected of having sustained a concussion or mild traumatic brain injury, or is symptomatic of either, the athlete will be removed from play, and will not return to play until the athlete is evaluated by an approved health care provider who is trained in evaluation and clearance in concussions. Due to conflict of interest, providers must not be related to the athlete. All suspected concussions will be assessed by using the SCAT5 and/or ImPACT concussion testing tools. The athlete and parent/guardian should receive an information sheet on concussion. If the parent/guardian is not on-site, the Licensed Athletic Trainer will attempt to call the parent-guardian to inform of the incident. A referral to an approved healthcare provider will be made on a case-by-case basis and will be dependent on the health status and symptom scale, but parents reserve the right to take their student-athlete for further evaluation by an approved health care provider of their choice, according to the list above.

It has also been recommended by the *National Athletic Trainers' Association Position Statement: Management of Sport Concussion* (Broglia S, 2014) and the *Consensus Statement on Concussion in Sport- 5th International Conference on Concussion in Sport Held in Berlin* (McCroly P, 2016), to incorporate a gradual RTP (Return To Play) protocol, once the student-athlete has been cleared to begin activity by an approved healthcare provider. The athletic department of each high school in the Evergreen League has taken steps to incorporate the gradual RTP protocol into our management of concussions. The RTP protocol should be supervised by the Licensed Athletic Trainer employed to work at your student-athletes' respective high school. The RTP protocol is included in this packet.

In the event that a student-athlete is referred to or seen by a physician, it is highly suggested that the student-athlete be cleared by that same physician to begin the gradual RTP protocol (Washington Interscholastic Activities Association, n.d.). This helps maintain continuity of care for the student-athlete. A clearance note from an approved healthcare provider does not clear for immediate and full participation in sport; the clearance note does, however, allow the student-athlete to begin the RTP protocol with the Licensed Athletic Trainer.

Per recent Washington State Legislation, starting with the 2020-21 school year, all public schools will be required to report all diagnosed concussions to the Department of Health for data analysis. Personal medical information will not be released (Student Head Injury Information, 2020).

The "Zackery Lystedt" Law also requires school districts to work with the Washington Interscholastic Activities Association (WIAA) to develop information and policies on educating coaches, student-athlete and parents about the nature and risks of concussion, including the dangers of returning to practice or competition after a concussion or mild traumatic brain injury. Also, the WIAA requires athletes, and their parents/guardians to read and sign the Concussion Information Sheet and return it prior to the beginning of each sport season. You can visit the WIAA website for more information on coach and parent education. See the appropriate section of this packet for the parent/athlete Concussion Information Sheet.

As a Licensed Athletic Trainer in the high school setting, it is my duty and responsibility to keep your student-athletes safe to the best of my abilities. Therefore, I perform baseline testing prior to sport participation. Although it is not required by the WIAA or a provision of the "Zackery Lystedt" Law, it has been researched and proven to make RTP recommendations easier (Centers for Disease Control and Prevention, 2015). Baseline testing can be as simple as the SCAT5, or as complex as ImPACT Testing. Currently, Aberdeen High School is equipped to perform the ImPACT baseline tests, along with post-injury testing, done every 2 years, at a minimum. This is usually done in 9th and 11th grades.

If you have any other questions regarding this protocol, please contact the Aberdeen High School Athletic Trainer at the contact information listed below, or the Athletic Director, John Crabb.

Aberdeen High School

Athletic Director, John Crabb: jcrabb@asd5.org; (360) 538-2170 ext 1116

Athletic Trainer, Trinity Parris: trinityparris@hotmail.com; (360) 589-1410

Concussion Home Care Instructions

Dear Parent(s) or Guardian,

Your student-athlete has been suspected of sustaining a concussion during practice or competition. Please use the following information to monitor your student-athlete's recovery.

The most important aspect of acute recovery following a concussion is not only physical rest, but cognitive rest as well. This means avoiding tasks and activities that require a lot of concentration or complex thinking i.e. school work, video games, computer/screen usage, texting, etc. Academic accommodations for school work can be arranged, with physician's suggestion. Cognitive rest is very important for the first 24-48 hours following sustaining a concussion, but may be required for a longer period of time depending on the severity of the symptoms. Signs and symptoms can increase with physical and increased cognitive activity when not ready, and should be monitored daily. Your student should maintain a healthy and normal diet. The students should also avoid ingesting alcohol, illicit drugs or other substances that might interfere with cognitive function, which could include some prescription drugs. If you have any concerns consult your prescribing provider. Avoid taking ibuprofen and any other NSAID over-the-counter medication unless recommended by a physician or other approved healthcare provider.

Below is a table explaining home care Do's & Don'ts:

It is OK to:	There is NO need to:	DO NOT:
<ul style="list-style-type: none">● Sleep● Rest● Use ice pack for comfort● Eat a normal diet● Use acetaminophen for headache● Attend school unless directed otherwise	<ul style="list-style-type: none">● Wake up every hour● Check eyes with flashlight● Stay in bed● Test reflexes	<ul style="list-style-type: none">● Drive while concussed● Exercise (until cleared by ATC, MD, etc).● Drink alcohol or caffeinated beverages● Use drugs or medications that alter brain function● Take aspirin or NSAIDs, unless directed to● Eat spicy food (initially)

Please call or email the Aberdeen High School Athletic Trainer for any questions. Please remember to communicate any academic/physical limitations with the students' teachers, nurse, and athletic trainer if seen by an approved healthcare provider.

Aberdeen High School

Athletic Director, John Crabb: jcrabb@asd5.org; (360) 538-2171

Athletic Trainer, Trinity Parris: trinityparris@hotmail.com; (360) 589-1410

Frequently observed signs & symptoms following concussion/mild traumatic brain injury

Observed signs & symptoms	Reported signs & symptoms
<ul style="list-style-type: none"> ● <u>Vomiting</u> ** ● <u>Disorientation</u> ** ● <u>Slurred or incoherent speech (disjointed or incomprehensible statements)</u> ** ● <u>Abnormal emotional outbursts, or not proportionate to the situation</u> ** ● <u>Any period of loss of consciousness</u> ** (not all concussions result in LOC) ● Vacant/blank stare ● Delayed verbal & motor responses ● Inability to focus attention (easily distracted, unable to follow through with normal activities) ● Gross observable incoordination ● Memory deficits (repeatedly asking same questions, inability to remember new info) 	<ul style="list-style-type: none"> ● <u>Nausea/Vomiting</u>** ● Headache ● Drowsiness ● Balance problems or dizziness ● Vision changes/disturbances ● Sensitivity to light or noise ● Feeling “slowed down” ● Feeling “foggy” or “not sharp” ● Change in sleeping patterns, or difficulty falling asleep ● Abnormal concentration difficulties ● Memory issues ● Irritability ● Sadness ● Feeling more emotional overall ● Lightheadedness ● Easily fatigued ● Lack of awareness of surroundings

*Adapted from *Diagnosis and Management of Concussions in Sports* (Kelly, 1997)

****Red flags that require immediate hospital/physician evaluation**

A physician’s visit may not be entirely necessary, but if you are concerned for your child’s well-being, you are encouraged to schedule an appointment to see a physician trained in the evaluation and treatment of concussions. Keep in mind, whichever physician is seen, it is recommended the RTP clearance come from the same physician. Your child should follow up with the high school athletic trainer, if applicable, the following school day (or when they return to school) regardless if the student saw a physician first. Ultimately, the Licensed Athletic Trainer will be the healthcare professional to return the student-athlete to sport participation using the approved return to play protocol. If any signs or symptoms worsen following an incident, your child needs to be taken to the emergency room immediately for evaluation.

Concussion Return to Play Protocol

The following is the protocol established for the management of concussions. This protocol features a gradual return to play strategy and will be implemented only after the athlete is completely asymptomatic (symptom free). The athlete MUST be asymptomatic for at least 24 hours with clearance from an approved healthcare provider before beginning the RTP protocol. Student-athletes will remain at each stage for 24 hours before progressing to the next stage of the protocol. as long as they remain asymptomatic during each stage. ALL stages are to be supervised by the Licensed Athletic Trainer, as applicable. ImPACT post-injury test (if equipped) must be completed before Stage 2 to allow student-athletes to continue with RTP. (McCroory P, 2016)

Stage 1: Rest, Recovery

This acute recovery stage involves the student-athlete relatively resting following an incident, both physically and cognitively. This may include staying home from school, not utilizing phones, computers, etc.

Stage 2: Mild aerobic activity for 15-20 minutes

This stage may include walking, light jogging, light stationary bicycling, range of motion stretching, low level balance activities.

Stage 3: Moderate aerobic activity/sport specific (non-contact)

This stage may include moderate jogging for a longer period of time (up to 30 minutes), moderate-intensity stationary biking, moderate weight-lifting (reduced time/weight), active stretching, low level balance activities,

Stage 4: High aerobic activity/non-contact drills (Football = helmet ONLY)

This stage may include sprinting/running activities, high-intensity stationary biking, regular weightlifting activity, non-contact drills during practice, plyometric activity, challenging balance activities.

Stage 5: Full Practice (Football = full padded practice, no game play)

This stage allows student-athletes to participate in full-contact team drills.

Stage 6: Full game play

This stage requires the student-athlete to be completely asymptomatic following full-contact participation and clearance by an approved healthcare professional prior to returning to full competition. If so, the student-athlete will be cleared of their concussion and will no longer be in concussion protocol.

****Ultimately, the student-athlete needs all three items listed below checked off by the Licensed Athletic Trainer (LAT) to be cleared of concussion and return to sport:**

- Documentation of clearance
- Passing of necessary post concussive testing
- Complete RTP Protocol under supervision of LAT (or other concussion-trained medical professional)

“Zackery Lystedt Law”

(RCW 28A.600.190)

Youth sports – Concussion and head injury guidelines – Injured athlete restrictions – Short title.

(1)(a) Concussions are one of the most commonly reported injuries in children and adolescents who participate in sports and recreational activities. The Centers for Disease Control and Prevention estimates that as many as three million nine hundred thousand sports-related and recreation-related concussions occur in the United States each year. (Daneshvar, 2011) A concussion is caused by a blow or motion to the head or body that causes the brain to move rapidly inside the skull. The risk of catastrophic injuries or death are significant when a concussion or head injury is not properly evaluated and managed.

(b) Concussions are a type of brain injury that can range from mild to severe and can disrupt the way the brain normally works. Concussions can occur in any organized or unorganized sport or recreational activity and can result from a fall or from players colliding with each other, the ground, or with obstacles. Concussions occur with or without loss of consciousness, but the vast majority occurs without loss of consciousness.

(c) Continuing to play with a concussion or symptoms of head injury leaves the young athlete especially vulnerable to greater injury and even death. The legislature recognizes that, despite having generally recognized return to play standards for concussion and head injury, some affected youth athletes are prematurely returned to play resulting in actual or potential physical injury or death to youth athletes in the state of Washington.

(2) Each school district's board of directors shall work in concert with the Washington interscholastic activities association to develop the guidelines and other pertinent information and forms to inform and educate coaches, youth athletes, and their parents and/or guardians of the nature and risk of concussion and head injury including continuing to play after concussion or head injury. On a yearly basis, a concussion and head injury information sheet shall be signed and returned by the youth athlete and the athlete's parent and/or guardian prior to the youth athlete's initiating practice or competition.

(3) A youth athlete who is suspected of sustaining a concussion or head injury in a practice or game shall be removed from competition at that time.

(4) A youth athlete who has been removed from play may not return to play until the athlete is evaluated by a licensed health care provider trained in the evaluation and management of concussion and receives written clearance to return to play from that health care provider. The health care provider may be a volunteer. A volunteer who authorizes a youth athlete to return to play is not liable for civil damages resulting from any act or omission in the rendering of such care, other than acts or omissions constituting gross negligence or willful or wanton misconduct.

(5) This section may be known and cited as the Zackery Lystedt law.

Source: Youth Sports – Head Injury Policies, RCW 28A.600.190 (2009)

ACKNOWLEDGEMENTS

This document was collaborated on and created by the following Evergreen League High School Licensed Athletic Trainers:

Kailynn Dolph, LAT, ATC - Black Hills High School - kailynn.dolph@tumwater.k12.wa.us

Alex Harris, LAT, ATC - Rochester High School - alexandra.harris@atipt.com

Dr. Trinity Parris, PT, LAT, ATC, CSCS - Aberdeen High School - trinityparris@hotmail.com

Josh Petersen, LAT, ATC - W.F. West High School - jpetersen@chehalisschools.org

Kayla Skinner, LAT, ATC - Tumwater High School - kayla.skinner@tumwater.k12.wa.us

References

Broglio, S. P., Cantu, R. C., Gioia, G. A., *et al.* (2014). National athletic trainers' association position statement:

Management of sport concussion. *Journal of Athletic Training*, 49(2), 245-265. doi: 10.4085/1062-6050-49.1.07

Centers for Disease Control and Prevention. (2015, February 16). *FAQs about Baseline Testing*. https://www.cdc.gov/headsup/basics/baseline_testing.html

Daneshvar, D. H., Nowinski, C. J., McKee, A. C., & Cantu, R. C. (2011). The epidemiology of sport-related concussion. *Clinics in Sports Medicine*, 30(1), 1–17. doi:10.1016/j.csm.2010.08.006

Kelly, J. P., Rosenberg, J. H. (1997). Diagnosis and management of concussions in sports. *Neurology*, 48(3), 575-580.
doi: 10.1212/WNL.48.3.575

McCrory, P., Meeuwisse, W., Dvorak, J., *et al.* (2016). Consensus statement on concussion in sport—The 5th international conference on concussion in sport held in Berlin. *British Journal of Sports Medicine*, 51(11), 838-847. doi:10.1136/bjsports-2017-097699

Student Head Injury Information Reporting, 66th WA Leg., B. 2731, Chapter 347 (2020)

Washington Interscholastic Activities Association. (n.d.). *Concussion Management Guidelines*. <http://www.wiaa.com/subcontent.aspx?SecID=623>

Youth Sports – Head Injury Policies, RCW 28A.600.190 (2009)

Concussion Reporting Form

Student Name and Date of Birth: _____

Today's date: _____

Gender: M/F (circle one)

Date of injury: _____

How many previous concussions: _____

Sport of injury: _____

Level of sport: Varsity JV C-Squad (circle one)

Coach(es) present during injury: _____

Event location (be specific): _____

Was this a practice or a competition? (circle one)

What was the cause of the injury?: _____

When during the activity did the injury occur? (warm up, during game, etc.): _____

Was there protective equipment on the athletes head at the time of the injury?: Yes/No (circle one)

What type of surface was the athlete on when the injury occurred? (gym, mats, grass, turf, track, dirt, etc):

Who examined the student after the injury?: _____

Was the student removed from participation? Yes/No (circle one)

Were the parents/guardians notified of the injury and given instructions? Yes/No (circle one)

Was the Aberdeen High School Athletic Director notified? Yes/No (circle one)

Was the Aberdeen High School Certified Athletic Trainer notified? Yes/No (circle one)

Follow-Up Information that must also be reported:

1. Was the student given a Return To Play (RTP) written note by an authorized medical professional to return to sport prior to the end of the season that the athlete was injured in?
Yes/No (circle one)
2. What was the amount of time prior to the student being allowed to Return To Learn at school? (How many days, weeks, months):

**2020-2021
Interagency Agreement Between**

**ABERDEEN SCHOOL DISTRICT NO. 5
and
GRAYS HARBOR DETENTION CENTER**

PREAMBLE

WHEREAS, the Division of Juvenile Rehabilitation and the Office of State Superintendent of Public Instruction (OSPI) have jointly assumed responsibility for the education of juvenile offenders committed to state institutions; and

WHEREAS, the **Grays Harbor Detention Center** (Detention Center) focuses on incarcerated youth and operates under the combined auspices of the **Aberdeen School District No. 5**, (District) and the **Grays Harbor County Juvenile Courts**; and

WHEREAS, the purpose of this agreement is to set forth the operational framework within which the program will function and to describe the involvement of each of the cooperating agencies;

NOW THEREFORE BE IT RESOLVED, in consideration of the covenants contained herein that the parties hereby mutually agree as follows:

I. ADMINISTRATION

A. Program Supervision

The overall managerial responsibility will rest with the Juvenile Court Administrator, but internal program policies will be decided in consultation with supervisory personnel from the involved agencies.

The Aberdeen School District Superintendent will hire qualified personnel to implement the education phase of the Detention Center program. According to agreement between the Superintendent and the Administrator,* sufficient administrative personnel will be provided within the resources available to the participating agencies to serve their respective functions.

The Superintendent and the Administrator shall meet as may be deemed appropriate or at least once yearly for the purposes of evaluating the educational philosophy, the established goals, the utilization of personnel, and the effectiveness of the program.

B. Role and Responsibilities of the Detention Center Supervisor

The role of the Detention Center Supervisor is to implement the policies of the

* *“Superintendent” and “Administrator” shall also mean any individual designated to act on their behalf.*

Superintendent and Administrator made within guidelines contained herein or any other policy made by joint action of the involved agencies. The goal of this Agreement is to provide a program of instruction that will meet the needs of the students.

The Detention Center Supervisor supervises all program operations and is responsible to the Juvenile Court Administrator for policy compliance. The Detention School Principal shall act as the District's direct liaison to the educational components of the program. The District may, at its discretion or at the request of the Juvenile Court Administrator, appoint an administrative person to audit or otherwise review the educational program for compliance with district standards.

Primary responsibility for the educational budget preparation and administration rests with the District after consultation with appropriate Detention Center personnel. The budget shall be processed through established District and OSPI channels.

The Aberdeen School District Superintendent is responsible for district personnel and their educational responsibilities.

The Juvenile Court Administrator shall be responsible for maintaining an accurate inventory of all equipment and materials assigned to the Youth Learning Center.

C. Administrative Controls of Personnel

It shall be the responsibility of the Superintendent to employ certificated and classified personnel for the Detention Center. Number of personnel to be employed will be determined by the Superintendent as needed and as space is available at the Detention Center.

- D. Establishing, implementing, and monitoring curricula shall be the responsibility of the District. Matters pertaining to general on-site operation, supervision, safety, and security of the educational program shall be the responsibility of the Grays Harbor Detention Center Administrator who will take actions deemed necessary when unusual circumstances arise; this action will be reported as soon as possible to the District for evaluation and disposition.

Implementing and administering the instructional program is the responsibility of the District. Evaluation of district employees assigned to the Detention Center shall be in accordance with the applicable evaluative criteria and procedures of the District

E. Personnel Problems

Should problems involving County Corrections staff arise, the Detention Center

Supervisor will take such action as is deemed advisable. Should problems involving educational staff members arise, resolution of the problem and any disciplinary action shall be the responsibility of the District.

F. Review and Affirmation of Agreement

The Superintendent and the Administrator shall review the contents of this agreement each year, or more frequently should it appear desirable, and shall make such changes as may be deemed necessary.

G. Severability

If any provision of the Agreement contravenes any state or federal statute or regulation, the statute or regulation shall control. If any item or condition of this Agreement or application thereof to any person or circumstance is held invalid, such invalidity shall not affect the terms, conditions, or applications of the Agreement which can be given effect without the invalid term, condition or application; to this end, the terms and conditions of the Agreement are severable.

II. PROGRAM FUNDING

A. Instruction

The financing of the instructional program shall be from those funds allocated to the Local Education Agency by the Office of State Superintendent of Public Instruction. No other district funds shall be required for the program.

The District shall be responsible for an educational program up to 220 days if funded fully by the state, but not less than 180 days per school year.

B. Facilities and Support Services

Grays Harbor County will provide the physical plant and utilities necessary to house the educational program, together with the basic furniture and other facility equipment necessary to program operation.

When it is feasible and appears appropriate, the District may make available to Grays Harbor County space and equipment that contributes to the educational program.

Grays Harbor County shall provide necessary clerical and vehicular time, program monitoring, technical assistance, and consultation.

Where appropriate, the Grays Harbor County Juvenile Court shall provide technical assistance and social service staff.

C. Property

All property purchased by the District with district funds shall remain the property of the District. All property purchased by the County Detention Center with county funds shall remain the property of the County.

III. Miscellaneous

A. Integration

This Agreement contains the entire understanding between the parties and shall not be modified in any manner except by a writing executed by all parties.

B. Dispute Resolution

In cases of unresolved disputes in areas covered by this agreement, a representative from the Aberdeen School District Board of Directors and a representative from the Grays Harbor Juvenile Court will select a third member to form a three-person committee to resolve the dispute.

C. Duration

This agreement will terminate unless renewed on August 31, 2021.
Dated the ___ day of September, 2019.

Administrator, Grays Harbor County Juvenile Court

Superintendent, Aberdeen School District No. 5

CERTIFICATED

LEAVE OF ABSENCE: We recommend the Board approve the following certificated leave of absence:

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Andrew Duffy	Stevens Elementary	Teacher	09/15/20-06/15/21

CHANGE OF ASSIGNMENT: We recommend the Board approve the following certificated change of assignment:

<u>Name</u>	<u>To:</u>	<u>From:</u>	<u>Position</u>	<u>Effective Date</u>
Brian Allen	Miller Jr. High	Detention	Special Education Teacher	09/02/20

CHANGE OF ASSIGNMENTS: We recommend the Board approve the following certificated change of assignments:

<u>Name</u>	<u>Location</u>	<u>Position To:</u>	<u>From:</u>	<u>Effective Date</u>
Renee Fredrickson	Stevens Elementary	Special Education Tchr	Kindergarten Tchr	09/21/20
Melissa Fritts	Robert Gray Elementary	Special Education Tchr	2 nd Grade Tchr	09/21/20

SUPPLEMENTAL CONTRACT: We recommend the Board approve the following supplemental contract:

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Judith McBride	District	National Board Certification stipend	2020-21

Substitute Certificated Hires:

Mackenzie McDermott
Gordon Shaw

CLASSIFIED

HIRES: We recommend the Board approve the following classified hires:

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Amanda Gonzales	District	McKinney-Vento Homeless Liaison-CYO	09/24/20
McKenzie Bowling	Aberdeen High School	MTSS Assistant	10/01/20
Hailey Pfeifer	Harbor High School	Family Service Worker-COPE	09/24/20
Marisol Guzman-Hernandez	AJ West Elementary	Student Family Support Assistant	09/29/20
Dawn Smith	AJ West Elementary	21 st Century Site Coordinator .5 FTE	09/28/20

CHANGE OF ASSIGNMENT: We recommend the Board approve the following classified change of assignment:

<u>Name</u>	<u>Location:</u>	<u>Position To:</u>	<u>From:</u>	<u>Effective Date</u>
J. David Miller	AJ West Elementary	Rehire Para-educator	SFSA	09/30/20

FURLOUGHS: We recommend the Board approve the following classified furloughs:

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Eileen Christensen	Aberdeen High School	Behavior Support Specialist	09/21/20
Hubert Arrendale	Aberdeen High School	Custodian	09/14/20
Ian Borden	Aberdeen High School	Custodian	09/14/20
Ralph Hammond	Aberdeen High School	Custodian	09/14/20
A'Dee Walker	Aberdeen High School	Assistant Secretary	09/28/20
Richard Rasmussen	Miller Jr. High/AJ West	Custodian	09/14/20
Tami Jacka	Hopkins	Custodian	09/14/20

FURLOUGHS-REDUCTION OF HOURS: We recommend the Board approve the following classified reduced hour furloughs:

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Kim Edwards	Aberdeen High School	Comptroller	09/28/20
Denise Anderson	AJ West Elementary	Custodian	09/14/20
Kelly Anderson	Robert Gray Elementary	Custodian	09/14/20
Mike Anderson	Harbor High School	Custodian	09/14/20

CLASSIFIED Cont'd

FURLOUGHS-REDUCTION OF HOURS: We recommend the Board approve the following classified reduced hour furloughs:

Brandon Burns	McDermoth Elementary	Custodian	09/14/20
Jonathan Lawrence	Miller Jr. High	Custodian	09/14/20
James Messer	AJ West Elementary	Custodian	09/14/20
James Mouncer	Central Park/Stewart Bldg.	Custodian	09/14/20
Janean Newberry	Miller Jr. High/Hopkins	Custodian	09/14/20
Robert Parson	Central Park/Administration	Custodian	09/14/20
Glenn Raney	Aberdeen High School	Custodian	09/14/20
William Rattie	Stevens Elementary	Custodian	09/14/20
Keith Reid	Stevens Elem./Miller Jr. High	Custodian	09/14/20
Peter Ross	Aberdeen High School	Custodian	09/14/20
Angela SeaBliss	Robert Gray Elementary	Custodian	09/14/20
Cherie Shay	Miller Jr. High	Custodian	09/14/20
John Shay	Stevens Elementary	Custodian	09/14/20

RESIGNATIONS: We recommend the Board approve the following classified resignations:

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Angie Brown	Aberdeen High School	Behavior Support Specialist	09/25/20
Stefani Joesten	Miller Jr. High	MTSS Assistant	09/18/20